

# COUNSELOR EDUCATION (CLEd)

## **CLED 200. The Science of Resilience and Holistic Health. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course brings together wellness concepts based on literature in health psychology, spirituality, health and wellness counseling, stress research and other disciplines to introduce students to the growing field of holistic wellness, including the practical application of theoretically and empirically supported wellness models and interventions to enhance social, emotional, mental, physical and spiritual well-being.

## **CLED 340. Marriage and Intimate Relationships. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examination of the dynamics of intimate relationships, dating, courtship, cohabitation and challenges of establishing a stable and satisfying marriage/long-term relationship, impact of separation or divorce, premarital preparation, and marital education.

## **CLED 405. A Survey of Career Counseling. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course provides a broad overview of career counseling. Focus will be on current issues and problems facing individuals as they choose and manage careers during the lifespan. Students will also be introduced to the major career theories including how values, diversity, skills and interests shape career choices and development.

## **CLED 440. Family Dynamics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides a study of the family as a system and an introduction to a variety of issues confronting the family, including child abuse, partner interpersonal violence and others that produce more than usual stress in the family. Available community resources for helping families will be examined.

## **CLED 501. A Survey of the Counseling and Human Services Professions. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. An introductory course for any student interested in pursuing a career as a counselor or human services professional. Students will explore their personal motivation and interest in a counseling or human services profession as well as integrate professional concepts with personal style.

## **CLED 520. Diversity Issues in Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides an overview of diversity in age, religion, race, ethnicity, socioeconomic status, sexual orientation and gender identity in society. Students will examine how human relationships are influenced from a multicultural perspective.

## **CLED 600. Professional Orientation and Ethical Practice in Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. An introductory course for all students in counselor education that provides an overview of the counseling profession and explores ethical and legal standards in the counseling field. The course focuses on ethical standards of professional organizations, federal and state legal mandates and the application of ethical and legal considerations in counseling practice.

## **CLED 601. Theories of Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. Selected theories upon which counseling is based, with particular attention placed on the research underlying the theories. Primary focus on providing students with a theoretical foundation upon which to base their personal counseling approaches.

## **CLED 602. Techniques of Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment requires admission to counselor education program or permission of instructor. Theory and practice of counseling with emphasis on skill development.

## **CLED 603. Group Procedures in Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Pre- or corequisites: CLED 600, CLED 601 and CLED 602. Analyzes the theories and practice of group work, the relationship of group activities to counseling, and specific skills in group techniques.

## **CLED 604. Practicum: School Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603; and CLED 613 or CLED 622. Seminar and supervised field experience in individual and group counseling and classroom group guidance.

## **CLED 605. Career Information and Exploration. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. Designed to provide the potential counselor with an understanding of theoretical approaches to career development in grades K-adult. Emphasis will be given to the relationship between counselor and student(s) in the career development process. A review of occupational, educational and personal/social information resources will be made.

## **CLED 606. Assessment Techniques for Counselors. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. Principles and techniques involved in selecting, scoring and interpreting standardized and nonstandardized assessment instruments used by counselors.

## **CLED 607. Multicultural Counseling in Educational Settings. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: instructor approval. A study of personal, social, political, affective and behavioral considerations of diversity. Multicultural competencies including awareness, knowledge and skills in counseling are emphasized. Efforts will be made to provide school counselors and postsecondary student affairs professionals with practical skills, strategies and techniques for use when working with students and families from a variety of cultural backgrounds.

## **CLED 608. Practicum: College Student Development and Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603, CLED 605 and CLED 660; and CLED 620 or CLED 631. Seminar and supervised field experience in student services in postsecondary educational settings.

## **CLED 609. Couples and Family Counseling Practicum. 3 Hours.**

Semester course; 3 practicum hours. 3 credits. Prerequisites: CLED 640, CLED 641, CLED 644 and CLED 645. Enrollment is restricted to counselor education students. This course will provide counseling and leadership experiences for advanced counselor education students. The goal of the course is to integrate concepts and skills and provide a clinically oriented experience with supervision. The material presented in class will focus on basic competencies and techniques necessary to counsel and will be delivered through lecture, discussions and supervised practical application which takes place in a local school or agency. The practicum consists of a minimum of 100 hours, with 40 hours being direct service, which is a combination of classroom guidance, individual and small-group counseling.

**CLED 610. Counseling in Elementary and Middle Schools. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. An intensive study of school counseling programs for children and young adolescents. Emphasizes the role of elementary and middle school counselors in developmental guidance. Methods for classroom guidance will be discussed.

**CLED 612. Wellness Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students in the counselor education program or with permission of the instructor. A survey course that introduces various theories and strategies that support wellness, holistic health and development. Topics include counselor and client wellness, trauma-informed wellness practices, stress, coping and resilience.

**CLED 613. Data-driven Comprehensive School Counseling Programs. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Considers the history of the profession, current issues and future trends. Addresses professional organizations and ethical guidelines and will focus on the role of school counselors in becoming advocates for students and leaders in the school environment.

**CLED 615. Lifespan Development: A Gender Perspective. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Overview of human development theories and the impact of cultural gender messages on the developmental process.

**CLED 620. Student Development Services in Higher Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Pre- or corequisites: CLED 600 and CLED 601 or by permission of instructor. An overview of the organization and management of student services in postsecondary institutions. Areas such as admissions, career services, academic advising, residential life, financial aid, student development services, student union programming and management, and student activities are reviewed.

**CLED 621. Secondary School Counseling Seminar. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. An advanced course designed to provide a means for intensive study of secondary school counseling. The approach will be to integrate professional knowledge and skills from various disciplines as they relate to the work of the secondary school counselor.

**CLED 622. School Counseling Services. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Focuses on the organization, administration and delivery of school counseling services in pre-K-12 schools.

**CLED 630. Clinical Supervision in the Counseling Profession. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Selected theories upon which clinical supervision in the counseling field is based, with particular attention placed on the research underlying the theories. Primary focus on providing students with a theoretical foundation upon which to base their supervision practice.

**CLED 631. American College and University. 3 Hours.**

3 credits. Examines historical and contemporary foundations of American higher education through the study of leading developments and of contemporary issues relating to the curriculum, aims and objectives and current directions of American colleges, universities and other institutional settings of higher education. Crosslisted as: EDUS 631.

**CLED 633. Academic Leadership in Higher Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Analyzes how leadership in higher education is similar to and different from leadership in other organizational settings; explores challenges for leadership (such as access, cost and social responsiveness) and examines emerging leadership roles at various levels of the academic organization. Crosslisted as: EDUS 633.

**CLED 640. Marriage, Couples and Family Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course provides students with an overview of the processes and theories involved with counseling couples and families. The focus is on preparing students to think systemically and to learn about family concepts, development, dynamics, theories, assessments and techniques. Counseling experience and feedback from the instructor and classmates will be provided. Students will use critical reflection throughout the semester while meeting the requirements of this course.

**CLED 641. Advanced Family Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 640. This course is designed to present the application of family counseling theory through systemic concepts, techniques and interventions utilized during family counseling sessions. The major emphasis is on basic relational processes (e.g., healthy family functioning, communication and conflict). In addition, the course addresses systemic perspectives for treatment planning and intervention for contemporary issues such as violence, addictions and abuse. Mock counseling experience and feedback from the instructor and classmates will be provided. Students will use critical reflection throughout the semester while meeting the requirements of this course.

**CLED 642. Organization and Administration of Guidance Services. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. A study of organizational principles and procedures necessary for the effective administration of guidance services. Consideration is given to procedures used in establishing guidance programs or modifying existing ones (or both), including the study of various community resources that can contribute to more efficient guidance services.

**CLED 644. Sexuality Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 640. This course is designed to present a foundational understanding for human relationships and sexuality, including sexual issues. Students will use critical self-reflection throughout the semester to examine their awareness, experience and values related to sexuality and the potential influence to counseling efforts.

**CLED 645. Couples Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 640. This course is designed to present the application of couple and marital counseling theory through systemic concepts, techniques and interventions utilized during couples counseling sessions. The major emphasis is on basic relational processes (e.g., healthy couple functioning, communication, intimacy and conflict). In addition, the course addresses systemic perspectives for treatment planning and intervention for contemporary issues such as violence, addictions and abuse. Mock counseling experience and feedback from the instructor and classmates will be provided. Students will use critical reflection throughout the semester while meeting the requirements of this course.

**CLED 650. Addiction Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is an entry-level graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction, assessment strategies (including the use of wraparound assessment and intervention services), wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers and student assignments.

**CLED 660. Mental Disorders, Diagnosis and Treatment Planning. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: CLED 603. The course examines the history, paradigms, theory and practice of mental health diagnosis, with primary emphasis on the identification of issues related to thinking (cognition), feeling (affect) and acting (behavior) upon which diagnoses are based. The purpose of this course is for students to become familiar with the study of mental disorders and learn the system of classification of mental disorders, the DSM-5.

**CLED 672. Internship. 1-6 Hours.**

Semester course; variable hours. 1-6 credits. Must be repeated for a total of at least six credit hours. Enrollment requires completion of all other CLED courses required for program. Seminar and supervised field instruction experience for counselors in K-12 settings or professionals in postsecondary settings. Designed to extend professional competencies under supervision of an approved licensed professional school counselor (K-12 settings) or approved student services professional (postsecondary settings). A total of 600 clock hours is required.

**CLED 720. Counselor Education Doctoral Seminar I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Theories and skills of leadership, advocacy models, advocacy action planning and social change theories. Models and methods of program evaluation are examined and evaluations designed and implemented as part of leadership and advocacy efforts. Students demonstrate the ability to provide or contribute to leadership efforts of professional organizations/programs and to advocate for the counseling profession and its clientele.

**CLED 721. Counselor Education Doctoral Seminar II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Instructional theory, counselor education methods and multicultural pedagogy, and the roles, responsibilities and activities of counselor educators. Students demonstrate course design, delivery and evaluation methods. Students also develop their professional writing skills and demonstrate the ability to write for journals, newsletters, presentation proposals and grant proposals related to the teaching and training of counselors.

**CLED 730. Advanced Counseling Theories and Practicum. 3 Hours.**

Semester course; 3 lecture hours and 100 on-site hours. 3 credits. Pre- or corequisite: CLED 720. Restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Theories pertaining to the principles and practice of counseling, systems work, consultation and responding to crises, disasters and other trauma-causing events. Students demonstrate, at an advanced level, effective application of multiple counseling theories and interventions across diverse populations and settings, as well as advanced case conceptualization. This course includes a supervised 100-hour doctoral-level practicum.

**CLED 740. Supervision in Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 730; pre- or corequisite: CLED 721. Restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Purposes, theoretical frameworks, models, roles of relationship, and practices of counselor/ clinical supervision. Students develop and demonstrate the application of theory and skills of clinical supervision as they refine their personal style of supervision.

**CLED 750. Advanced Group Counseling. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 740. Restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Therapeutic factors of group work, theories of group work, including group counseling, evaluation of group work, group leadership characteristics, styles and behaviors. Students will demonstrate advanced group work skills and the ability to evaluate group climate, group leadership, group process and group outcomes.

**CLED 760. Advanced Career Counseling and Development. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 740; pre- or corequisite: CLED 750. Restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Principles and practice of career counseling, career counselor supervision and career program development beyond the beginning level. Students will demonstrate advanced career counseling work with a client, and beginning-level career counseling supervision. Part of this course includes developing and writing an article for publication based upon a theory-based career intervention structured in social justice and advocacy.

**CLED 770. Advanced Leadership in Social Justice and Advocacy for Counselor Educators. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students admitted to the counselor education and supervision track of the Ph.D. in Education program or requires permission of the instructor. An overview of social justice frameworks in U.S. educational, community and agency settings, emphasizing theoretical approaches, social change and advocacy important to counselor educators, counseling leaders and other helping professionals. Focus will include engaging in social justice activism through implementing a community-based project in counseling or a related field, with impact at the individual, institution, policy and/or political levels.

**CLED 810. Counselor Education Doctoral Internship in Teaching. 1-3 Hours.**

Semester course; 1-3 field experience hours. 1-3 credits. May be taken for a total of six credits. Enrollment is restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Supervised teaching experiences in counselor education and supervision. Internship is at the discretion and approval of the doctoral adviser and is based on student experience, training and career goals. The setting, goals, site supervisor and plan for the internship must be approved by the doctoral adviser. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Graded S/U/F.

**CLED 811. Counselor Education Doctoral Internship in Research. 1-3 Hours.**

Semester course; 1-3 field experience hours. 1-3 credits. May be taken for a total of six credits. Enrollment is restricted to students admitted to counselor education concentration of the Ph.D. in Education program. Supervised research experiences in counselor education and supervision. Internship is at the discretion and approval of the doctoral adviser and is based on student experience, training and career goals. The setting, goals, site supervisor and plan for the internship must be approved by the doctoral adviser. Students receive weekly supervision from their site supervisor and group supervision from a counselor education faculty member. Graded S/U/F.

**CLED 815. Transdisciplinary Research in the Study of Mental Health and Wellness. 3 Hours.**

Semester course; 3 seminar hours. 3 credits. Enrollment is restricted to doctoral-level students or by permission of the instructor. This course is designed to advance student learning on transdisciplinary science as it relates specifically to mental health and wellness and expand their understanding of the role of research in the addressing of social problems through an ecological lens. This course will also serve as an opportunity for students to practice transdisciplinary research skills; exercise critical evaluation of transdisciplinary research methods; and employ critical reflection to address research questions with a transdisciplinary approach. Content of this course will include an examination of philosophy, philosophical principles and traditional and current theoretical understanding of transdisciplinary research in mental health and wellness. Students will examine the rationale behind and the consequences of their notions of community mental health and wellness concerns, and explore the conditions that influence human behavior and change factors associated with mental health and wellness. Students will use critical reflection throughout the semester while meeting the requirements of this course.